

IEP COMPONENTS	
<p align="center"><b>STUDENT INFORMATION</b></p> <p>A section may be added at the beginning of the IEP format to include pertinent student information as determined necessary by the school district.</p>	
IEP PARTICIPANTS	
<p>Please sign in the appropriate space. A signature in this section of the IEP documents participation in the meeting and does not mean agreement with the IEP.</p>	
Student, if appropriate or required	Date
Parent	Date
Regular Education Teacher	Date
Special Education Teacher or Provider	Date
Child Study Team Member	Date
Case Manager (Maybe the CST member above.)	Date
School Representative (May be the CST member or other appropriate school personnel.)	Date
Specialist	Date
Other	Date

## PRESENT LEVELS OF EDUCATIONAL PERFORMANCE

**Consider relevant data.** Consider the results of the initial or most recent evaluation and, as appropriate, consider the student's performance on any general Statewide or districtwide assessment [N.J.A.C. 6A:14-3.7(c)2]. List the sources of information including evaluation data, teacher reports, classroom observations, interests and preferences of the student\* and parental input used to develop the IEP. State the strengths of the child [N.J.A.C. 6A:14-3.7(c)1]. State the concerns of the parent [N.J.A.C. 6A:14-3.7(c)1].

\*For the purpose of transition planning, the interests and preferences of the student are recorded on page 3 of the IEP.

**Describe the present levels of performance including how the child's disability affects his or her involvement and progress in the general education curriculum.** For preschool children, as appropriate, describe how the disability affects the child's participation in appropriate activities. [N.J.A.C. 6A:14-3.7(d)1].

**Include other educational needs that result from the student's disability.** [N.J.A.C. 6A:14-3.7(d)2ii].

**In addition, consider each of the following.** If in considering the special factors described below, the IEP team determines that the student needs a particular device or service (including an intervention, accommodation or other program modification) to receive a free, appropriate public education, the IEP must include a statement to that effect in the appropriate section. If a factor is not applicable, note as such.

Beginning at age 14 or younger, if appropriate, the need for a consultation from Division of Vocational Rehabilitation or other agencies providing transition services [N.J.A.C. 6A:14-3.7(c)9]; (Complete "Statement of Technical Consultation," page 4.)

Whether the student's behavior impedes his or her learning or that of others. If applicable, develop strategies, including positive behavioral interventions and supports to address the student's behavior [N.J.A.C. 6A:14-3.7(c)3]; (Complete "Behavioral Interventions," page 10.)

Language needs of a child with limited English proficiency [N.J.A.C. 6A:14-3.7(c)4];

Communication needs [N.J.A.C. 6A:14-3.7(c)6];

For a student who is deaf or hard of hearing, opportunities for direct communication with peers and school personnel [N.J.A.C. 6A:14-3.7(c)7];

The need for assistive technology devices and services. [N.J.A.C. 6A:14-3.7(c)8]. (When applicable, identify the assistive technology devices and services on page 8.)

### **Other**

For a student who is blind or visually impaired, the IEP team shall provide for instruction in Braille and the use of Braille, unless the IEP team determines that such instruction is not appropriate. Such determination shall be based on an evaluation of the student's reading and writing skills and current and projected needs for instruction in Braille. Provide a rationale for such determination. [N.J.A.C. 6A:14-3.7(c)5]

<b>STATEMENT OF TRANSITION SERVICE NEEDS</b>
<b>Beginning at age 14, or younger, if appropriate, develop the long-range educational plan for the student's future. Review annually.</b>
<b>Statement of the student's interests and preferences.</b> Interests and preferences are based on informed decision-making. In determining the student's interests and preferences, consider and document all relevant data. Then, state the student's interests and preferences as they relate to post-school outcomes.
<b>STUDENT'S DESIRED POST SECONDARY OUTCOMES (VISION FOR THE FUTURE)</b>
<b>Post Secondary Education:</b> (Including, but not limited to, college, vocational training and continuing and adult education) <b>Employment/Career:</b> <b>Community Participation:</b> (Including, but not limited, to recreation and leisure activities, and participation in community organizations) <b>Independent Living:</b>
<b>COURSES OF STUDY</b>
<b>Considering the student's interests, preferences, and desired post secondary outcomes, list the specific courses of study for the period of time covered by this IEP. Include both general education and special education courses. When appropriate, identify the courses of study projected for future years.</b>
Grade___ <b>Courses of Study (List course names):</b>
Grade___ <b>Projected Courses of Study (List course names):</b>
Grade___ <b>Projected Courses of Study (List course names):</b>
Grade___ <b>Projected Courses of Study (List course names):</b>
<b>STATEMENT OF TECHNICAL CONSULTATION</b>
<input type="checkbox"/> <b>Information/advice is needed from Division of Vocational Rehabilitation Services or other agency or agencies.</b> <b>List the name of any agency from which technical consultation is needed:</b>

<p align="center"><b>STATEMENT OF NEEDED TRANSITION SERVICES:</b></p> <p align="center"><b>COORDINATED ACTIVITIES/STRATEGIES AND AGENCY LINKAGES TO ADULT SERVICES</b></p>		
<p><b>Beginning at age 16, or younger, if appropriate, complete the following multi-year plan for promoting movement from school to the student's desired post-school outcomes. The student's needs, interests and preferences in each area (instruction, community experiences, etc.) must be considered, and responsibilities should be shared among participants (student, parent, school staff, outside agencies, employers, etc.).</b></p>		
Activities/Strategies Related to Post-Secondary Outcomes	Expected Date of Implementation	Person or Agency Arranging and/or Providing Services The requirement to establish agency linkages is documented by stating the name of any agency that will be arranging for or providing services to the student.
<p><b>Instruction – Post Secondary Education/Training</b> Includes any activities or strategies related to applying for, registering for, or enrolling in post secondary education or training. For example, obtaining information regarding admissions, scholarships, tuition assistance, disability office, early admissions, and registering for SATs. Also, state any additional instructional needs that have not been addressed in other sections of the IEP.</p>		
<p><b>Related Services</b> Consider any related services needs the student may continue to have after exiting school. Indicate activities/strategies that link the student to agencies that can provide the needed post school services. Also, state any additional related services needs that have not been addressed in other sections of the IEP.</p>		
<p><b>Community Experiences</b> Activities that are provided outside the school building or in community settings. Examples could include community-based work experiences and/or exploration, job site training, banking, shopping, transportation, counseling and recreation activities.</p>		

**STATEMENT OF NEEDED TRANSITION SERVICES:  
COORDINATED ACTIVITIES/STRATEGIES AND AGENCY LINKAGES TO ADULT SERVICES (Continued)**

Activities/Strategies Related to Post-Secondary Outcomes	Expected Date of Implementation	Person or Agency Arranging and/or Providing Services The requirement to establish agency linkages is documented by stating the name of any agency that will be arranging for or providing services to the student.
<b>Employment</b> Activities the student needs to achieve desired post-school job or career goals. These could be activities related to career awareness, career exploration, and career preparation.		
<b>Adult Living Objectives</b> Leading towards adult activities done occasionally, such as registering to vote, filing for insurance or accessing adult services such as Social Security.		
<b>Daily Living Skills</b> Those activities that adults do every day, e.g., preparing meals, budgeting, maintaining a home, paying bills, caring for clothes, grooming, etc.		
<b>Functional Vocational Evaluation</b> An assessment process that provides information about job or career interests, aptitudes and skills. Information may be gathered through situational assessment, observations or formal measures and should be practical.		

**NAME OF THE SCHOOL STAFF PERSON WHO WILL BE THE LIAISON TO POST-SECONDARY RESOURCES:**

## TRANSFER OF RIGHTS AT AGE OF MAJORITY

**OPTION I:** At least three years before the student reaches age 18, a statement that the student and the parent(s) have been informed of the rights that will transfer to the student on reaching the age of majority, unless the parents obtain guardianship [N.J.A.C. 6A:14-3.7(d)12]. The district may use the following description to document that the student and parents have been informed of the rights that will transfer. The IEP team may include this statement at age 14 when transition planning begins.

On *(Date)*, *(Name of Student)* will turn age 18 and become an adult student. The following rights will transfer to *(Name of Student)*:

- The school district must receive written permission from *(Name of Student)* before it conducts any assessments as part of an evaluation or reevaluation and before implementing an IEP for the first time.
- The school must send a written notice to *(Name of Student)* whenever it wishes to change or refuses to change the evaluation, eligibility, individualized education program (IEP) or placement, or the provision of a free, appropriate public education (FAPE).
- You, the parents, may not have access to *(Name of Student)*'s educational records without his/her consent, unless he/she continues to be financially dependent on you.
- The district will continue to provide you, the parents, with notice of meetings and of any proposed changes to your adult child's program.
- Any time *(Name of Student)* disagrees with his/her special education program, he/she is the only one who can request mediation or a due process hearing to resolve any disputes arising in those areas.

If *(Name of Student)* wishes, he/she may write a letter to the school giving you, the parents, the right to continue to act on his/her behalf in these matters.

**OPTION II:** At least three years before the student reaches age 18, a statement that the student and the parent(s) have been informed of the rights that will transfer to the student on reaching the age of majority unless the parents obtain guardianship [N.J.A.C. 6A:14-3.7(d)12]. The district may inform the student and the parents by letter of the rights that will transfer. (See the attached sample notices.) If a letter is used, complete the following:

☐ \_\_\_\_\_ was informed in writing on \_\_\_\_\_ of the rights that will transfer to him/her at age eighteen.  
(Name of Student) (Date)

☐ \_\_\_\_\_ was/were informed in writing on \_\_\_\_\_ of the rights that will transfer at age eighteen.  
(Name of Parent[s]) (Date)

## BEHAVIORAL INTERVENTIONS

N.J.A.C. 6A:14-3.7(c)3 requires consideration of behavioral needs. If behavior impedes the student's learning or the learning of others, the IEP team must consider, when appropriate, strategies, including positive behavioral interventions and supports to address that behavior. When needed, a behavior intervention plan must be included in the IEP. The following are suggested topics:

- < Target behavior:
- < Prior interventions (if any)/student response:
- < Description of the positive supports/interventions:
- < Data collection and management system:
- < Conditions under which the supports/interventions will be implemented:
- < Conditions under which the supports/interventions will be terminated:
- < Parental involvement:

<b>INSTRUCTIONAL AREA:</b>		
<b>ANNUAL MEASURABLE GOAL:</b> Related to the core curriculum content standards through the general education curriculum unless otherwise required according to the student's educational needs.		
<b>BENCHMARKS OR SHORT TERM OBJECTIVES:</b>	<b>CRITERIA</b>	<b>EVALUATION PROCEDURES</b>
Related to meeting the student's needs that result from the student's disability to enable the student to be involved in and progress in the general education curriculum and meeting the student's other educational needs [N.J.A.C. 6A:14-3.7(d)2.]		State how the student's progress toward the annual goal will be measured. [N.J.A.C. 6A:14-3.7(d)13]
<b>MODIFICATIONS AND SUPPLEMENTARY AIDS AND SERVICES IN THE REGULAR EDUCATION CLASSROOM</b>		
State the modifications for the student to be involved and progress in the general education curriculum, and be educated with nondisabled students. State the supplementary aids and services that will be provided to the student or on behalf of the student [N.J.A.C. 6A:14-3.7(d)3]. Identify any assistive technology devices and services to be provided. Attach additional pages as necessary.		
State the modifications to enable the student to participate in the general education curriculum.	State the supplementary aids and services.	
<b>MODIFICATIONS AND SUPPLEMENTARY AIDS AND SERVICES IN THE SPECIAL EDUCATION CLASSROOM</b>		
If the student will not be participating in the regular education classroom, state the modifications and supplementary aids and services to enable the student to be involved and progress in the general education curriculum in the special education classroom. Identify any assistive technology devices and services to be provided. Attach additional pages as necessary.		
State the modifications to enable the student to participate in the general education curriculum.	State the supplementary aids and services.	



<b>MODIFICATIONS IN EXTRACURRICULAR AND NONACADEMIC ACTIVITIES</b>	
State the modifications that will be provided to enable the student to participate in extracurricular and nonacademic activities [N.J.A.C. 6A:14-3.7(d)3ii].	
<b>SUPPORTS FOR SCHOOL PERSONNEL</b>	
State the supports for school personnel that will be provided for the student [N.J.A.C. 6A:14-3.7(d)3].	
<b>PROGRESS REPORTING</b>	
State how the parents will be regularly informed of their student's progress toward the annual goals [N.J.A.C. 6A:14-3.7(d)14].	
<b>METHOD</b>	<b>SCHEDULE</b>
Methods for informing parents of a student with a disability of the progress of their child may include report cards, written progress reports, or parent-teacher conferences.	Parents of a student with a disability shall be informed of the progress of their child at least as often as parents of a nondisabled student are informed of their child's progress.

## DECISION-MAKING FOR REMOVAL FROM GENERAL EDUCATION CLASSES

**Explain the extent, if any, to which the student will not participate with nondisabled peers in the general education class and in extracurricular and nonacademic activities:**

- 1. Document the supplementary aids and services that were considered and rejected [N.J.A.C. 6A:14-42.(a)8i]. Explain why they are not appropriate to meet the student's needs in the general education class:**
- 2. Document the comparison of the benefits provided in the regular class and the benefits provided in the special education class [N.J.A.C. 6A:14-4.2(a)8ii]:**
- 3. Document the potentially beneficial or harmful effects which a placement may have on the student with disabilities or the other students in the class [N.J.A.C. 6A:14-4.2(a)8iii]:**
- 4. Explain the extent, if any, to which the student will not participate with nondisabled peers in extracurricular activities and nonacademic activities [N.J.A.C. 6A:14-3.7(d)4]:**

## PLACEMENT DECISION

SPECIAL EDUCATION DETERMINATIONS			
Document length of school day, if different from length of regular school day [N.J.A.C. 6A:14-4.1(c)]:		Statement of student's transition from elementary to secondary program [N.J.A.C. 6A:14-3.7(d)8]:	
<p>Determine whether the student needs an extended school year (ESY) program [N.J.A.C. 6A:14-4.3(b)]. List relevant factors considered in determining whether the student needs an ESY program.</p>          <p>If the student requires an ESY program, describe the ESY program:</p>          			
PARTICIPATION IN DISTRICT AND STATE ASSESSMENT PROGRAM			
Assessment	Modifications / Accommodations [N.J.A.C. 6A:14-3.7(d)5]	If the student will not be participating in a subject area or areas of a district or state assessment, explain why that assessment is not appropriate [N.J.A.C. 6A:14-3.7(d)5i].	State how the student will be assessed if the student will not participate in Statewide or districtwide assessment.
District Assessment:			
ESPA	Decisions about participation in the ESP and GEPA or an alternate assessment should be documented in the IEP for the year in which the student will be taking the test.		
GEPA			
HSPT/A _____ OR SRA _____	Decisions about participation in and passing the HSPT/A should be made at age 14 and must be reviewed annually. The decision regarding whether the student must pass the HSPT/A is documented on the page, "Graduation Requirements."		

## GRADUATION REQUIREMENTS

**Beginning at age 14, identify the State and local graduation requirements that the student will be expected to meet. The statement must be reviewed annually. If the student is exempted from meeting any of the graduation requirements that all students are expected to meet or if any of the requirements are modified, provide a rationale below and list any alternate proficiencies the student is expected to achieve.**

State the Graduation Requirement	If the student is NOT exempt from the requirement, place a ✓ in this column.	If the student is exempt from meeting the graduation requirement, provide a rationale for the exemption. [N.J.A.C. 6A:14-3.7(d)7i]
Attendance:		
Credit Hours:		
HSPT/HSPA:		
Other (Local graduation Requirements):		
<b>Alternate Requirements(s): Provide a description of any alternate requirements to be achieved by the student to qualify for a State endorsed diploma. [N.J.A.C. 6A:14-3.7(d)7ii]</b>		

## STATEMENT OF SPECIAL EDUCATION AND RELATED SERVICES

[illegible]

## NOTICE REQUIREMENTS FOR THE IEP AND PLACEMENT

This form describes the information required in each of the components of written notice for an IEP meeting. The written notice includes the IEP as a description of the proposed action and a description of the procedures and factors used in determining the proposed action.

**Describe the proposed action [N.J.A.C. 6A:14-2.3(e)1] and explain why the district has taken such action [N.J.A.C. 6A:14-2.3(e)2]:**

The attached IEP describes the proposed program and placement and was developed:

\_\_\_\_\_ as a result of an initial evaluation and determination of eligibility.

\_\_\_\_\_ as a result of an annual review.

\_\_\_\_\_ as a result of a reevaluation.

\_\_\_\_\_ in response to a parental request.

\_\_\_\_\_ to propose a change in placement.

\_\_\_\_\_ to review the behavioral intervention plan.

\_\_\_\_\_ other: \_\_\_\_\_

**Describe any options considered and the reasons those options were rejected [N.J.A.C. 6A:14-2.3(e)3] :**

*This section is completed, if the parent (or adult student) has made a request of the school district regarding the IEP (services and/or placement) and the district has rejected the request.*

**Describe the procedures, tests, records or reports and factors used in determining the proposed action [N.J.A.C. 6A:14-2.3(e)4]:**

The sources of information used to develop the proposed IEP are listed in the present levels of performance.

**If applicable, describe any other factors that are relevant to the proposed action [N.J.A.C. 6A:14-2.3(e)]:**

## PROCEDURAL SAFEGUARDS STATEMENT

As the parent of a student who is or may be determined eligible for special education services or as an adult student who is or may be determined eligible for special education, you have rights regarding identification, evaluation, classification, the development of an IEP, placement and the provision of a free, appropriate public education under the New Jersey Administrative Code for Special Education, N.J.A.C. 6A:14. A description of these rights, which are called procedural safeguards, is contained in the document, *Parental Rights in Special Education* (PRISE). This document is published by the New Jersey Department of Education.

A copy of PRISE is provided to you upon referral for an initial evaluation, upon each notification of an IEP meeting, upon reevaluation and when a due process hearing is requested. In addition, a copy will be provided to you at your request.

**To obtain a copy of PRISE, please contact:**

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**School District Office or Personnel**

**Phone Number**

**For help in understanding your rights, you may contact any of the following:**

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**School District Representative**

**Phone Number**

**Statewide Parent Advocacy Network (SPAN) at (800) 654 - 7726.**

**Protection and Advocacy, Inc., at (800) 922 - 7233.**

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**County Supervisor of Child Study**

**Phone Number**

**Revised 3/3/99**

**CONSENT FOR INITIAL IEP IMPLEMENTATION:**

Your signature is required to give consent before the proposed IEP services can start.

I, we have received a copy of the proposed IEP and give consent for the IEP services to start.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**IEP: ANNUAL REVIEW OR IEP AMENDMENT** This form is used when the proposed IEP is reviewed and revised.

You have the right to consider the proposed, revised IEP for up to 15 calendar days. Your signature is not required to implement an IEP, after the 15 calendar days have expired. To have the IEP services start before the 15 days expire, you must sign below.

I, we have received a copy of the proposed IEP and agree to have the IEP services start before the 15 calendar days have expired.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date